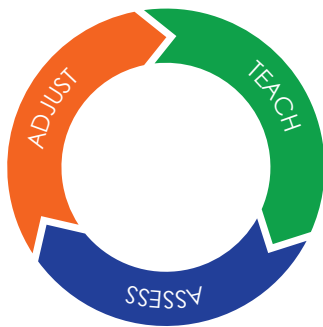




# LEARNING ACTIVITY HIGHLY INDIVIDUALIZED TEACHING AND LEARNING: AN OVERVIEW



## TEACH-ASSESS-ADJUST

In this activity, you will describe the decision-making process a teacher uses while teaching a child. The teacher provides an instruction, observes and assesses the child's reaction, and then increases or decreases support based on the child's response. This fluid and ongoing process is used often during highly individualized and focused instruction.

**Directions:** In this vignette the teacher makes two adjustments. Identify and write down a third adjustment idea based on what you have read about the child.

## AMIR

During a nature walk Amir, who is advanced in development, noticed that the leaves he was picking up were different shapes and sizes. He also pointed out that some were brown and dry, and others were green and soft. Back in the classroom, Amir's teacher decided to make some adjustments to her teaching schedule based on Amir's response to the walk.

1. Amir's teacher adjusted her schedule to include a time for the children to classify the leaves by color and shape. She provided magnifying glasses for the children to study the small details of the leaves. She encouraged Amir to count how many green leaves and brown leaves they collected and showed him how to make a simple graph. He then was able to "report" how many leaves the class found of each color.
2. Amir's teacher asked him to show pictures of leaves in a nature book to the class during circle time. He was able to lead a class discussion about which leaves they recognized and where the leaves could be found.

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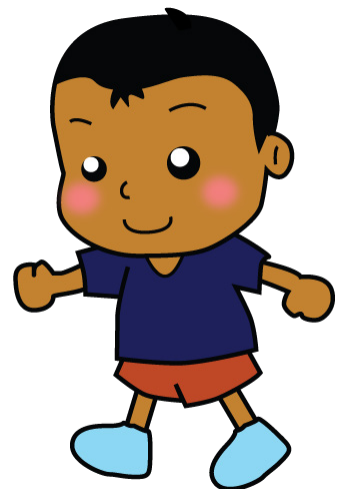
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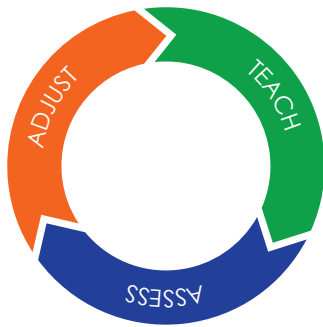
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## ISABELLA

For the first few days of school, Isabella, who is a Spanish/English dual language learner, sat in the book area looking withdrawn. When children came near her, she smiled, but didn't seem to understand what to do or where to go. Isabella's teacher knew she needed to provide some highly individualized supports for Isabella, based on her behavior in the classroom.

1. Roberto, another child in Isabella's class, was also learning Spanish and English, and he was more fluent in English than Isabella. The teacher rearranged the cubbies so that Isabella would start her day next to Roberto. She also moved Isabella's circle time and small group spot so Roberto could tell her in Spanish what would happen next throughout the day.
2. One day, Roberto was home sick and Isabella seemed lost. Isabella's teacher changed the classroom helpers for the day so that Isabella was the schedule helper. That way, before each transition, Isabella was the one who told the class where they needed to go next, and what they needed to do before they got there. Because Isabella's teacher had attached pictures to each activity, Isabella could see what the next activity was.

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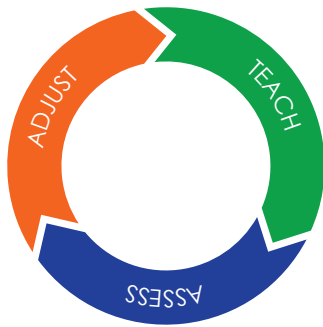
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## STEVEN

When he heard the instructions for an activity where he was supposed to use scissors and markers, Steven, a child who qualifies for special education services in the area of fine motor, threw his paper on the ground and pushed his markers off the table. Steven's teacher noticed and quickly assessed the situation. He decided to adjust the activity for Steven and provided more support for his participation.

1. Steven's teacher found a piece of thick card stock paper and drew short lines on one edge. He told Steven to see how many lines he could snip on the edge to make a "fringe" across the bottom.
2. Steven's teacher also found adaptive scissors for Steven and several other children to use during this activity. The children could simply squeeze the scissors to cut the paper and the scissors would spring back open, ready for the next cut.

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